



TENNESSEE DEPARTMENT OF

EDUCATION

FIRST TO THE TOP

Barbering I

Course Description

Barbering I is the first level of barbering, and it prepares students with work-related skills for advancement into the Barbering II course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of haircutting, skin, nails and scalp care, chemical and barbershop management. Laboratory facilities and experiences simulate those found in the barbering industry. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Barbering Examination for a Tennessee Barbering Technician License.

Program of Study Application

Barbering I is the first course in the *Barbering* program of study and serves as a foundation of safety skills and knowledge on becoming a professional barber.

Course Standards

Standard 1.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

Learning Expectations and Performance Indicators:

- 1.1 Cultivate positive leadership skills. Take part in opportunities to practice and demonstrate personal leadership skills. For example, taking advantage of opportunities provided by a career and technical student organization (CTSO), such as SkillsUSA.
- 1.2 Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 1.3 Participate as a team member in a learning environment.
- 1.4 Respect the opinions, customs, and individual differences of others.
- 1.5 Build personal career development by identifying career interests, strengths, and opportunities.

Standard 2.0

Students will evaluate career opportunities and career paths within the barbering industry.

Learning Expectations and Performance Indicators:

- 2.1 Research the history of the barbering industry, including progression of chemical and physical practices.
- 2.2 Investigate the growth and development of the barbering industry, including trends and opportunities for career paths.
- 2.3 Evaluate personal characteristics required for working in the barbering industry.

Standard 3.0

Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the barbering industry.

Learning Expectations and Performance Indicators:

- 3.1 Implement the safety and sanitation procedures established by the Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).
- 3.2 Comply with the Department of Health rules and the Tennessee State Board of Barbering rules and regulations by developing and practicing acceptable procedures to prevent cross contamination, airborne illnesses, and blood-borne pathogens and distinguishing and employing preventive measures of ecological, chemical, and contaminates.
- 3.3 Identify and categorize safety hazards, prevention, and treatment in the barbering industry. *
- 3.4 Exhibit acceptable dress and personal grooming identified by the barbering industry.
- 3.5 Demonstrate first aid practices including administering simulated basic first aid procedures such as treating burns and cuts and administering the Heimlich maneuver.

Standard 4.0

Students will choose and safely use implements, tools, and equipment in the barbering industry.

Learning Expectations and Performance Indicators:

- 4.1 Identify each implement, piece of equipment, and tool used in the barbering industry and use each implement appropriately to perform procedures.
- 4.2 Demonstrate the correct implement, piece of equipment, and related tools for a given task.
- 4.3 Evaluate cleansing and sanitizing implements, tools, and equipment procedures.

Standard 5.0

Students will demonstrate interpersonal and employability skills required in the barbering industry.

Learning Expectations and Performance Indicators:

- 5.1 Examine appropriate grooming techniques and apparel for job requirements.
- 5.2 Analyze ways of dealing with stress and human relations.
- 5.3 Evaluate methods of conflict resolution.
- 5.4 Relate to others as team members.
- 5.5 Develop and demonstrate time management and work-sequencing skills.

Standard 6.0

Students will evaluate hair and scalp disorders.

Learning Expectations and Performance Indicators:

- 6.1 Analyze the properties of the hair and scalp; appraises hair and scalp disorders and prescribes the proper treatments.
- 6.2 Incorporate professional terminology in the classroom environment, including medical terms and names for diagnosed disorders of hair and scalp and correct terminology to identify manipulations and to prescribe scalp treatments.
- 6.3 Appraise manipulative skills for corrective hair and scalp disorder treatments, including illustrating how to apply the correct treatments. *

Standard 7.0

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

Learning Expectations and Performance Indicators:

- 7.1 Differentiate between draping procedures for wet, dry, and chemical services and determine proper protection for the client based on the task to be performed.
- 7.2 Illustrate infection control and safety procedures including scaling and brushing techniques.
- 7.3 Evaluate when, why, and how to brush the hair and scalp, including differentiating the brushing procedure for various services, skin type, and scalp condition.*
- 7.4 Appraise various types of shampoos and conditioners. *
- 7.5 Choose the proper procedure for scalp manipulations during a shampoo, including both relaxing and stimulating manipulations.

Standard 8.0

Students will evaluate basic haircutting techniques.

Learning Expectations and Performance Indicators:

- 8.1 Implement safety procedures using haircutting scissors, razors, and thinning shears.
- 8.2 Select proper sectioning techniques for various haircuts, including parting.
- 8.3 Differentiate between stationary and traveling guidelines and complete haircuts with different guidelines.
- 8.4 Employ geometric lines and angles in haircutting. *

Standard 9.0

The students create harmony using design principles and elements of design.

Learning Expectations and Performance Indicators:

- 9.1 Appraise elements and principles of hair design, including facial shapes, geometric lines and angles, and visible and invisible braids. *
- 9.2 Evaluate and demonstrate styling techniques such as molding shaping and finishing techniques. *
- 9.3 Compare thermal styling to wet styling; evaluate uses of thermal styling for various types of ethnic hair and correctly employ both techniques.

Standard 10.0

The students will evaluate hands and feet for cosmetic procedures.

Learning Expectations and Performance Indicators:

- 10.1 Analyze and diagram the structure of the nail. *
- 10.2 Differentiate between nail disorders and nail disease. *
- 10.3 Employ sanitary and safety procedures, such as proper decontamination and infection control, necessary to practice basic manicure and pedicure techniques.
- 10.4 Evaluate and demonstrate proper use of implements, cosmetics, and materials used to perform manicure and pedicure procedures.